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ABSTRACT

In 1983-84, the Education Consolidation Improvement Act (E.C.I.A.), Chapter 1, Part B Institutionalized Facilities Program was sponsored jointly by the Division of Special Education and, for the first time, the Division of the High Schools of the New York City Public Schools. The program provided supplementary career education and daily living skills instruction to 4,503 students residing in facilities for neglected and delinquent children and adolescents. Analyses of pupil achievement data showed that the program was very effective in meeting its proposed goals: the large majority (88%) of participating students attained the achievement objective of mastery of at least 80% of their short-term instructional objectives within the expected period of time. The program was effectively implemented at all sites visited by field consultants. In response to recommendations from previous cycles, the program strengthened pre-planning. In addition, based on findings from the 1982-83 evaluation, career education for higher functioning students was expanded to include supplementary objectives. It is recommended that the program continue to emphasize short-term planning and ongoing assessment, continue to provide expanded, supplementary instruction to the highest functioning students, and explore the possibility of field trips to potential employment locations for students. (Author/KH)

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E.C.I.A. Chapter 1, Part B

INSTITUTIONALIZED FACILITIES PROGRAM

1983-84

OEA Evaluation Report

UD 024482

FINAL EVALUATION REPORT

May, 1985

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E.C.I.A. Chapter 1, Part B

INSTITUTIONALIZED FACILITIES PROGRAM

1983-84

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SUMMARY OF THE REPORT

The 1983-84 E.C.I.A. Chapter 1, Part B Institutionalized Facilities Program provided supplementary career education and daily living skills instruction to 4,503 students residing in facilities for neglected and delinquent children and adolescents. Analyses of pupil achievement data showed that the program was very effective in meeting its proposed goals: the large majority (88 percent) of the participating students attained the achievement objective of mastery of at least 80 percent of their short-term instructional objectives, surpassing the criterion of 80 percent of the students.

Further analyses indicated that there was a strong, significant relationship between student attendance and mastery and that nearly two-thirds of the program participants mastered at least 80 percent of their short-term instructional objectives within the expected period of time.

The program was effectively implemented at all sites visited by U.E.A. field consultants. In response to recommendations from previous cycles, the program strengthened pre-planning. In addition, based on findings from the 1982-83 evaluation, career education for higher functioning students was expanded to include supplementary objectives.

It is recommended that the program continue to emphasize short-term planning and ongoing assessment, continue to provide expanded, supplementary instruction to the highest functioning students, and explore the possibility of field trips to potential employment locations for students.

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I. INTRODUCTION

This is the report of the evaluation of the 1983-84 E.C.I.A. Chapter 1, Part B Institutionalized Facilities Program. Now in its fifteenth year, this program, which was sponsored jointly by the Division of Special Education (D.S.E.) and, for the first time this year, the Division of High Schools of the New York City Public Schools, provided supplementary after-school or daily pull-out instruction in career education and daily living skills to over 4,500 students residing in institutions for neglected or delinquent children and adolescents. Participating students resided in 175 sites sponsored by 49 institutions. Sites were located throughout the five boroughs and also included two drug rehabilitation centers outside the city. Program staff were the coordinator, twelve supervisors, 250 teachers, and one paraprofessional.

Results of the evaluation of the 1982-83 cycle, during which approximately 3,500 students were served, indicated that the program surpassed its primary instructional goal: The large majority of the students (88 percent) mastered at least 80 percent of their short-term instructional objectives. Further evidence of program effectiveness came from the relatively high Pearson product-moment correlation of 0.66 between the amount of instruction and mastery and also from an indication that the new emphasis on short-term instructional planning was successful -- a majority of students (68 percent) mastered 80% of their short-term learning objectives by the expected date of mastery. Overall, the program was implemented smoothly and no major problems were encountered.

The only serious obstacle to an even more effective program, according to teachers, continued to be pupil transiency.

In 1983-84, instruction continued to be given in basic career education for the program's higher functioning and older students. In addition, instruction in supplementary career education was also provided to this group. Instruction on activities of daily living continued to be the main focus for the program's younger and lower functioning participants. Finally, as in the previous cycle, assessment of student progress was on-going.

The evaluation of the 1983-84 Institutionalized Facilities Program was conducted by the Office of Educational Assessment (O.E.A.) through the collection and analysis of pupil achievement data and observation and interview records from visits to program sites.

Data analysis addressed the following questions:

- To what extent was the program implemented as intended?
- Was the program's pupil achievement objective attained?
- What was the relationship between mastery and attendance?
- What was the specific content of instruction?
- What was the relationship between achievement and short-term instructional planning?

The following chapters present the findings of the evaluation for the 1983-84 program year. Chapter II contains the evaluation of program implementation, Chapter III reports on student achievement, and Chapter IV presents conclusions and recommendations.

II. EVALUATION OF PROGRAM IMPLEMENTATION

PROGRAM DESCRIPTION

The 1983-84 D.S.E. Institutionalized Facilities Program provided supplementary, individualized career and daily living skills education to 2,970 students residing in facilities for neglected or delinquent children and youth. A total of 2,100 students were served during the fall or spring semesters and 870 participated during both semesters. The Division of High Schools Program served an additional 1,533 students. Nearly all students attended after-school sessions twice a week; the others received daily pull-out instruction four or five times per week.

Program participants, who ranged in age from six to 21 years, included neglected handicapped and non-handicapped children, delinquents in houses of detention, pregnant adolescents, and students with drug problems. Nearly three-fifths of the participants were in facilities in which the average length of residence was six months or longer; for another third the length of stay was one to six months, and for the remainder it was less than one month.

Approximately forty-five percent of the students attended neighborhood public schools, two-fifths of the students attended day school on-site in their institutions, and the remaining students went to non-public schools or did not attend school.

Student achievement was measured through ongoing administration of the Career Education/Pre-vocational Skills Assessment Inventory or

The Activities of Daily Living Skills Assessment Inventory. This year, supplementary career education objectives for higher functioning students were added to the career education taxonomy. Using a method established in the previous cycle, teachers set bi-weekly instructional objectives for their students and so were able to gear lessons toward short or long-term goals, depending on students' length of residence, abilities, and needs.

EVALUATION METHODOLOGY

Program implementation data were collected by O.E.A.-trained field consultants who visited 50 randomly-selected program sites, representing 30 percent of the total. At least one site operated by each institution taking part in the program was visited. Two sites each were visited for each institution which administered a large number of sites, i.e. eight or more. Observations of program implementation were conducted at each site, as were interviews with program teachers. Data were collected on O.E.A.-developed observation and interview guides. The site visits took place between February and May, 1984.

FINDINGS

Program Environment and Class Size

This program was conducted after regular school hours in the residences of program students. Because of this, different types of settings were used for instruction, including 16 dining rooms, seven offices, six conference-lounge areas, four living rooms, two basement areas, two study

rooms, two kitchens, and a workshop. In six instances where the program was held in larger institutions in which students attended day school on-site, the program took place in classrooms.

Nearly all program facilities were observed by field consultants and reported by teachers to be adequate for instruction. Environmental factors found to enhance the program at these sites included privacy, adequate and appropriate furniture, and sufficient work and storage space. In addition, three teachers pointed out that their sites were equipped with enough furniture so that it could be rearranged for various activities, such as role-playing of job interviews, discussion groups, and workbook exercises, as needed. Environmental problems, reported at eight sites, included cramped space, lack of privacy, and concurrent noise and activities near the program's operations. Generally, teachers reported that these conditions were not overly disruptive.

Average register size was seven students and average class size, as observed by field consultants, was three students. Reasons for this discrepancy were that some students were seen individually or in small groups on a rotating basis and others were absent because of institution-planned outings, truancy, illness, or work.

Program Goals, Instructional Activities, and Materials

Teachers were asked to describe the program goals for their students. A variety of responses were elicited, all relating to the overall objective of the program, which was to provide prevocational, career, and daily living skills training. Specific goals included helping the

students acquire an awareness of vocational and occupational options, assisting them in developing realistic vocational expectations, teaching them appropriate job-hunting and on-the-job behaviors, building their self-esteem, and helping them prepare for independent functioning in the community.

The variety of goals was reflected in the diversity of methods teachers said they used for instruction. For example, ten teachers reported that newspaper help-wanted ads were useful for teaching a number of career education skills. The ads enabled students to become familiar with the types of jobs available, standard abbreviations used in the ads, salaries, and job requirements. Often, these ads were used in conjunction with texts and workbooks selected for the program. Role-playing, together with counselling and discussion groups, were reported by 14 teachers as being effective in teaching appropriate interview and on-the-job behavior. Other beneficial activities included the filling out of job application forms, both from workbooks and from applications provided by various businesses. In one case, a teacher reported that she had assisted two students in filling out applications for actual summer employment. Life skills, such as check-writing, budgeting, and shopping skills were taught.

Handicapped students were taught daily living skills such as self-feeding and self-dressing. They were also taught how to shop; one group was taken to a shopping mall to practice their skills.

There were differences in goal-settings and activities between long-term and short-term facilities. In programs in which the average length of residence was less than eight weeks, goals were necessarily short-term with an emphasis on teaching usable skills such as completing application forms or check-writing. Job terminology was also taught. Longer-term facilities allowed teachers to develop programs which included role-playing, job behavior, and preparation for the General Equivalency Diploma (G.E.D.) examination. One teacher in a short-term diagnostic facility said that the main problem he encountered was not the setting of short-term, meaningful goals, but the unpredictability of the students' residency. He noted that he did not know how long the students would be in residence: he would often plan a program for a student only to find that the student had been transferred before the program could be implemented or completed.

Lessons actually observed by field consultants generally reflected teachers' reports of lessons they emphasized. These included learning to fill out job application forms (seven cases), preparing for GEDs (six), learning to write business letters (three), learning to figure gross and net pay (three), role-playing of job interviews (two), as well as a number of other lessons concerning banking skills, survey of job preferences, learning about tax, social security and other forms, and the discussion of job search skills. Handicapped students were observed learning to follow directions, practicing everyday reading skills, and learning to read labels on various products. At one site which was equipped with typewriters, all students were observed either learning how to type or improving typing skills they had already acquired.

Instruction was individualized. In most cases teachers worked with students on a one-to-one basis or in small groups for the whole period, while in some instances they began the class with a whole group lesson which was followed by individual instruction.

With reference to materials, the Globe and Janus series in vocational education were most often used, according to program teachers. Most of the sites had one or more items from these publishers. The materials from Globe, Making Math Count, Writing For Life, and Forms In Your Future; from Janus, Mastering Your Money, DLM Games, Using The Want Ads, Time Cards and Pay Checks, and Get Hired--Don't Get Fired. Other materials observed in use were Test Your Vocational Aptitude, Career Guidance Series, Handbook of Job and Career Opportunities (Arco), Me and Others, Me and My Future, Entering the World of Work (Educational Design), and the G.E.D. series. In addition, newspaper want ads, product circulars, and mayazines were often used, as were various forms such as driver's license applications.

At 43 of the 48 sites visited, teachers reported that materials were in sufficient supply. All of these teachers said that they had input into the ordering of their materials and were generally satisified with them. One teacher reported that the materials were inappropriate for the age group of the students (7 to 12 years), while another said that the high turnover of the students caused a shortage of expendable supplies such as paper and pencils. At the five remaining sites, teachers said they would like to have more hands-on materials such as audio-visual equipment and/or tape recorders for use with role-playing. About one third of the teachers supplemented program materials with

their own self-made or commercial items. In addition, four institutions gave supplementary materials to program teachers.

Teachers were asked for their overall impression of the program's instructional goals and also for their recommendations. It is noteworthy that all teachers indicated that the program was generally worthwhile and realistic in attempting to meet the needs of this population.

Regarding specific recommendations, many teachers (15) indicated that no revisions were necessary. Ten of fifty interviewed said they would like to incorporate field trips to various firms and businesses, but added that present scheduling precluded this possibility. Six teachers would like an increase in the number of program days because of the short-term nature of their programs. Finally, two teachers said they would like to have an itinerant vocational counselor, often provided by the agency who would be in a position to assist students in finding actual employment, in helping them go out "on their own" following residency, and generally assisting them more intensively than the program allowed at the present time.

Student Records and Assessment

At 44 sites, records were complete and up-to-date. The four sites in which they were not had high student turnover, making it difficult to keep up with record-keeping. The records contained attendance sheets, samples of student work, records of student progress, teacher logs, test results, lesson plans, anecdotes, and, less often, comments on work and materials to be used in the future.

Most teachers said that the assessment instruments (the Career Education/Prevocational Skills Assessment Inventory or the Activities of Daily Living Skills Assessment Inventory) were satisfactory, providing them with a good reference point for work with their students. Three noted that they liked to integrate the results from these instruments with findings from other tests to give a more complete picture of the students' academic as well as vocational knowledge. One criticism offered was that more higher-level objectives were needed in the tests. The testing instruments were seen as basically useful by nearly all of the teachers; two noted that the categories should be expanded.

Staff Background and Pre-program Training

All 48 of the teachers interviewed had previous teaching experience; 46 had taught for six or more years and 38 had six or more years in special education. All held full-time teaching positions during the regular school day.

All but three of the teachers attended an orientation session in the fall which was conducted by the program coordinator; the others were hired after the program began and received individual orientations. The orientation covered program objectives, test administration, data collection, and administrative and clerical issues. One teacher recommended that in-service meetings during the program's operation would be helpful to facilitate the exchange of materials and information concerning individual student problems.

Organizational Factors

As noted earlier, a significant factor in the success of the program, according to the majority of teachers, was the cooperation of the various institutional staff members. When the staff were cooperative, which was the case at most sites, the program ran smoothly and efficiently. At ten locations teachers reported that they met regularly with agency staff to discuss programming and problems of students. At other sites four teachers noted that the staff were available when needed to discuss students. In only four cases was staff lack of interest and poor attendances seen as a problem.

III. EVALUATION OF STUDENT ACHIEVEMENT

During 1983-84, the D.S.E. Institutionalized Facilities Program served a total of 2,970 students whose ages ranged from six to 21 years and averaged about 17. Females outnumbered males by approximately five to three.

For all students, teachers were asked to designate reason for residence. More than half the participants (59 percent) were in institutions for reasons of "neglect," 34 percent were designated "delinquent," 6 percent were "pregnant", and the remaining one percent included residents of drug treatment facilities, runaways, and refugees.

Program sessions were generally held twice a week, after regular school hours; nearly all of the students (94 percent) received instruction on this basis. Other students attended day school on-site, receiving supplementary individual or small group pull-out instruction four or five times a week. For nearly four-fifths of the students (78 percent), session length was reported as 45 minutes or less; for the remaining 22 percent it was between 50 and 220 minutes.

Student achievement was measured through ongoing administration of the Career Education/Prevocational Skills Assessment Inventory with supplementary objectives added for higher-functioning students, or the Activities Daily Living Skills Assessment Inventory. Student progress was recorded on O.E.A.-developed data retrieval forms by program teachers, who noted for each instructional objective the date when instruction was initiated, when mastery was expected, and when it was attained.

FINDINGS

Achievement data were reported for 2,100 students, representing 72 percent of the population. Other students were in residence for only a short time (18 percent), were discharged from the program (5 percent), had low attendance (2.5 percent), or did not have complete data for other reasons (2.5 percent).

Attendance

Average attendance for all participants over the full year was about 24 sessions (S.D. = 20.8) and average percentage attendance was 85 percent (S.D. = 19.2 percent). This represents an improvement over the previous cycle. The wide range in attendance may be attributed to transience and other factors pertaining to the nature of the differing student populations within the program.

Pupil Achievement Objective

The pupil achievement objective was that 80 percent of the participating students would master 80 percent of their short-term instructional objectives. In order to determine whether the pupil achievement objective was met, a percentage mastery score was computed for each student and a frequency distribution of scores was prepared. These data, which are presented in Table 1, show that 88 percent of the students mastered at least 80 percent of their short-term instructional objectives and nearly 72 percent mastered all. Accordingly, the objective was surpassed.

TABLE 1

Frequency Distribution of the Percentage of Scheduled Short-term Instructional Objectives Mastered by Program Participants

Percentage Mastery	Number of Students	Percent of Population	Cumulative Percent
100	1,502	71.5	71.5
80 - 99	341	16.2	87.7
1 - 79	205	9.8	97.5
0	52	2.5	100.0
	2,100	100.0	

- Nearly 88 percent of the students mastered at least 80 percent of their short-term instructional objectives; accordingly, the criterion of 80 percent was surpassed.

Total Number of Skills Mastered and Relationships with Attendance

The average number of skills mastered by program participants was 14 (S.D. = 11.5); the number of skills ranged from 0 to 48. A frequency distribution of total skills mastered, which appears in Table 2, indicates that over 97 percent of the students gained mastery of at least one new skill and that nearly three-quarters (73.9 percent) mastered at least six skills.

The Pearson product-moment correlation between attendance and mastery for all students was 0.59 ($p < .01$), indicating that attendance accounted for approximately 35 percent of the variance in mastery.

Content of Instruction

In all, 1,780 students were assessed on the Career Education/ Prevocational Skills Assessment Inventory. Career education instruction was most frequently given in the areas of career consciousness, career competence, career orientation, and applying for a job. As indicated in Table 2, about 40 percent of the students received instruction in at least one objective in each of these four areas.

A total of 560 students received instruction in supplementary career education objectives. These included career-related writing skills such as preparing business letters or resumes, clerical skills including typing and filing, and preparation for aptitude and competency tests like G.E.D., Regents Exams, or Civil Service Tests. As shown in Table 3, instruction was most frequently given in the areas of writing and test preparation.

TABLE 2

Frequency Distribution of Mastery of
Short-term Instructional Objectives

Number of Skills Mastered	Number of Students	Percent of Population	Cumulative Percent
More than 30	216	10.3	10.3
21 - 30	319	15.2	25.5
11 - 20	520	24.8	50.3
6 - 10	496	23.6	73.9
1 - 5	495	23.6	97.5
0	54	2.6	100.1[a]
	2,100		

[a]Exceeds 100 percent because of rounding.

- Nearly 98 percent of the students mastered at least one new skill; over 73 percent mastered 6 or more.

The Activities of Daily Living Skills Assessment Inventory was used to assess 407 students. As Table 4 indicates, a wide variety of skills were taught in the six major content areas. Instruction was provided most often in self-care skills including drinking, clothing identification, dressing, undoing fasteners, and toileting.

Table 3

Number and Percentage of Students Instructed
In Each of the Career Education Skill Areas
(N = 1,780)

Area	Number of Students	Percent
1. Career Consciousness	766	43.0
2. Career Orientation	730	41.0
3. Career Exploration	568	31.9
4. Career Competence	743	41.7
5. Career Choice	621	29.6
6. Applying for a Job	851	40.5
7. Job Interview	506	24.0
8. Work Habits	312	14.9
9. Rules	224	10.7
10. Work Routines	145	6.9
11. Adaptation of Routines	170	8.1
12. Work Attitudes	220	10.5
13. Safety	113	5.4
14. Economics of Work	423	20.1
15. Career Changes	121	5.8

- Instruction was most frequently given in the areas of career consciousness, career competence, career orientation, and applying for a job.

Table 4

Number and Percentage of Students Instructed
In Each of the Supplementary Career Education Skill Areas
(N = 560)

Area	Number of Students	Percent
1. Career-related Writing Skills	290	51.8
2. Preparation for Aptitude and Competency Tests	282	50.4
3. Clerical Skills	145	25.9

- About half the students instructed in supplementary career education skills developed career-related writing skills or prepared for aptitude or competency exams.

Table 5

Number and Percentage of Students Instructed
In Each of the Activities of Daily Living Skills

(N = 407)

Area & Skills	Number of Students	Percent
DRESSING AND UNDRESSING		
Clothing Identification	79	19.4
Undoing Fasteners	69	17.0
Undressing	36	8.9
Dressing	73	17.9
TOILETING	58	14.3
DRINKING AND EATING		
Drinking	103	25.3
Eating	35	8.6
Social Eating	39	9.6
GROOMING AND HYGIENE		
Washing	42	10.3
Brushing Teeth	13	3.2
Bathing	17	4.2
Hair Care	19	4.7
Nasal Hygiene	17	4.2
Shaving	78	19.2
Menstrual Care	9	2.2
Cosmetic Care	5	1.2
Clothing Care	18	4.4
LEISURE TIME	46	11.3
HOUSEKEEPING		
Home Surroundings	21	5.2
Cleaning	15	3.7
Appliance Care	7	1.7
Home Maintenence	11	2.7
Laundry	1	0.3
Preparing Meals	12	3.0

- Activities of daily living instruction was most often given in self-care skills.

Student Mastery and Short-term Instructional Planning

Additional analyses were performed which examined, for each instructional objective, the date when instruction was begun, the date by which mastery was expected, and the actual date when mastery occurred. Two statistics were calculated for each student: the percentage of objectives mastered on or before the expected date, and the percentage of objectives mastered in a single session. Frequency distributions were prepared for each.

As Table 6 indicates, slightly more than two-thirds (68 percent) of the students mastered at least 80 percent of their short-term instructional objectives on or before the expected date of mastery and nearly half (49 percent) achieved mastery of all of their objectives within the expected time period. In addition, a frequency distribution for percentage mastery in a single session, presented in Table 7, indicates that nearly one-third (31 percent) of the program participants mastered at least 80 percent of their objectives on the same day of instruction and nearly one-fifth mastered all of their objectives on the same day of instruction. These results should be viewed in the light of the student population and the content of instruction. Both career education and activities of daily living are taught through the use of discrete objectives, many of which can be mastered in a single session. Because of high pupil turnover, this approach increases the likelihood that students will learn as much as possible during a short stay in the program.

TABLE 6

Frequency Distribution of the Percentage of Objectives Mastered by the Expected Date

Percentage Mastery	Number of Students	Percent of Population	Cumulative Percent
100	1,009	49.3	49.3
80 - 99	386	18.9	68.2
1 - 79	608	29.7	97.9
0	43	2.1	100.0
	2,046[a]	100.0	

[a]Sum does not equal total found on Table 1 because of missing data.

- Approximately 68 percent of the students mastered 80 percent or more of their short-term objectives by the expected date of mastery.

TABLE 7

Frequency Distribution of the Percentage of Objectives Mastered by the Same Date

Percentage Mastery	Number of Students	Percent of Population	Cumulative Percent
100	407	19.9	19.9
80 - 99	226	11.1	31.0
1 - 79	786	38.4	69.4
0	627	30.6	100.0
	2,046[a]	100.0	

[a]Sum does not equal total found on Table 1 because of missing data.

- About one-third of the students mastered 80 percent or more of their short-term instructional objectives on the same day that instruction was begun.

IV. CONCLUSIONS AND RECOMMENDATIONS

The evaluation of program implementation and pupil achievement for the 1983-84 cycle indicated that, as in previous cycles, the Institutionalized Facilities Program provided effective instruction to children and adolescents residing in facilities for the delinquent and neglected. The pupil achievement objective of mastery of at least 80 percent of their achievement objectives was reached by 88 percent of the students; accordingly, the criterion of 80 percent of the students was surpassed (See Table 1).

Program effectiveness was also evident from two other pupil achievement findings. First, there was a strong, significant relationship between amount of instruction and mastery as indicated by a Pearson product-moment correlation of 0.59 ($p < .01$). Second, over two-thirds (68 percent) of the students mastered at least 80 percent of their objectives within the expected time period, indicating the effectiveness of short-term instructional planning.

The program continued to be characterized by the high pupil transiency typical for this institutionalized population. Despite this, pupil attendance improved slightly over the last cycle. Average attendance was 85 percent and the average number of sessions attended was 24 sessions; in 1982-83, average attendance was 80 percent and about 22 sessions were attended.

Recommendations from the previous evaluation were implemented in the 1983-84 program. Pre-planning was strengthened and career education

was expanded for higher functioning students by providing them with supplementary, career-related instruction in writing, test preparation, and clerical skills. In addition, instruction for lower functioning or younger students continued to include the activities of daily living skills.

Based on the findings of this evaluation, the following recommendations are offered to further improve program effectiveness:

- Continue to emphasize short-term instructional planning and on-going assessment to cope with the problem of student transiency.
- Continue to provide supplementary career education for the program's highest functioning students.
- Explore the possibility of field trips for students to various firms, businesses, or other sources of potential employment.